

## KINGSTON ELEMENTARY

4580 Highway 472  
Conway, South Carolina 29526

**GRADES** PK-5 Elementary School

**ENROLLMENT** 470 Students

**PRINCIPAL** Mary J. Anderson 843-365-3777

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	42	53	5	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

## PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Excellent	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

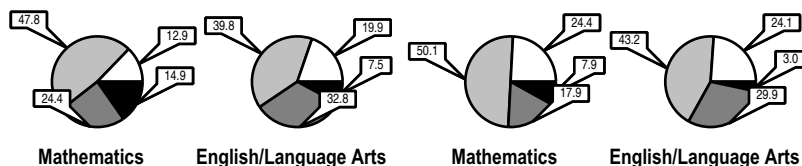
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.2%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

Our School

Elementary Schools with Students like Ours



## Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	226	100.0	19.8	40.1	32.7	7.4	52.0	Yes	Yes
Gender									
Male	116	100.0	21.4	42.7	30.1	5.8	49.5		
Female	110	100.0	18.2	37.4	35.4	9.1	54.5		
Racial/Ethnic Group									
White	173	100.0	15.9	40.1	35.0	8.9	56.1	Yes	Yes
African-American	45	100.0	33.3	41.0	25.6	0.0	38.5	I/S	I/S
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	183	100.0	11.1	43.2	37.0	8.6	60.5		
Disabled	43	100.0	55.0	27.5	15.0	2.5	17.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	226	100.0	19.8	40.1	32.7	7.4	52.0		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	100.0	19.5	40.5	32.5	7.5	52.0		
Socio-Economic Status									
Subsidized meals	160	100.0	26.6	37.4	32.4	3.6	48.2	Yes	Yes
Full-pay meals	66	100.0	4.8	46.0	33.3	15.9	60.3		

Mathematics - State Performance Objective = 15.5%									
All Students	226	99.6	12.9	47.8	24.4	14.9	56.7	Yes	Yes
Gender									
Male	116	99.1	11.8	47.1	29.4	11.8	56.9		
Female	110	100.0	14.1	48.5	19.2	18.2	56.6		
Racial/Ethnic Group									
White	173	100.0	8.9	45.9	26.8	18.5	61.1	Yes	Yes
African-American	45	97.8	28.9	55.3	13.2	2.6	42.1	I/S	I/S
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	183	99.5	9.3	47.8	25.5	17.4	61.5		
Disabled	43	100.0	27.5	47.5	20.0	5.0	37.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	226	99.6	12.9	47.8	24.4	14.9	56.7		
English Proficiency									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	99.6	12.6	48.2	24.1	15.1	56.8		
Socio-Economic Status									
Subsidized meals	160	99.4	15.9	53.6	21.7	8.7	49.3	Yes	Yes
Full-pay meals	66	100.0	6.3	34.9	30.2	28.6	73.0		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	74	100.0	12.1	27.3	51.5	9.1	60.6
	<b>Grade 4</b>	73	100.0	20.3	53.1	21.9	4.7	26.6
	<b>Grade 5</b>	76	100.0	18.5	52.3	29.2	N/A	29.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	68	100.0	18.0	31.1	34.4	16.4	50.8
	<b>Grade 4</b>	81	100.0	21.6	32.4	41.9	4.1	45.9
	<b>Grade 5</b>	77	100.0	20.5	57.5	19.2	2.7	21.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	74	100.0	22.7	37.9	22.7	16.7	39.4
	<b>Grade 4</b>	73	100.0	20.3	43.8	17.2	18.8	35.9
	<b>Grade 5</b>	76	100.0	9.2	53.8	29.2	7.7	36.9
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	68	100.0	11.5	50.8	29.5	8.2	37.7
	<b>Grade 4</b>	81	100.0	13.5	45.9	17.6	23.0	40.5
	<b>Grade 5</b>	77	98.7	15.3	48.6	25.0	11.1	36.1
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 470)				
First graders who attended full-day kindergarten	94.0%	N/C	100.0%	100.0%
Retention rate	2.0%	Down from 2.1%	3.6%	2.7%
Attendance rate	95.4%	No change	96.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.2%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%		3.5%	3.5%
Eligible for gifted and talented	18.2%	Up from 14.3%	11.5%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.4%	Down from 9.8%	9.5%	8.2%
Older than usual for grade	1.3%	Up from 0.7%	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.0%	0.0%	0.0%

Teachers (n= 34)				
Teachers with advanced degrees	50.0%	Down from 55.2%	48.1%	51.4%
Continuing contract teachers	76.5%	Down from 82.8%	88.1%	87.5%
Highly qualified teachers**	100.0%	N/A	95.8%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	92.1%	Up from 86.9%	86.4%	86.7%
Teacher attendance rate	93.4%	Down from 96.4%	94.6%	94.9%
Average teacher salary	\$42,545	Up 2.6%	\$39,942	\$40,760
Prof. development days/teacher	10.1 days	Down from 11.4 days	12.9 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	21.7 to 1	Up from 20.4 to 1	18.6 to 1	18.9 to 1
Prime instructional time	88.4%	Down from 91.5%	89.4%	90.0%
Dollars spent per pupil*	\$5,719	Down 9.7%	\$5,980	\$6,044
Percent of expenditures for teacher salaries*	63.1%	Down from 63.5%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 97.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Kingston Elementary is a community-based rural school serving approximately 497 students. Our students are provided challenging and meaningful instruction through the skills of highly qualified teachers. The 2003-2004 school year has been a productive one. Kindergarten students met the Horry County Schools performance goal of ninety-five percent or more reading at or above the assigned text level. First grade ended the year with ninety-three percent of the students reading at or above the assigned text level. Increasing reading comprehension skills in grades three through five was a priority for the year as established by the instructional staff. As a result, teachers participated in professional growth and collaborative planning activities with a focus on comprehension strategies. Students in grades three through five received reading instruction in achievement groups. Groups were determined by MAP results, PACT scores, teacher observations, and other performance data. These groups were fluid and flexible in that a student could move to a different group according to academic needs. The performance level of students in mathematics continues to be higher than ELA. To ensure continuous growth, students work in TEAM time groups for thirty minutes of daily math skills lessons. Additionally, our students participate in monthly writing prompts, integrated use of technology, and after-school tutorial sessions. A summer school program is provided on-site for qualifying students. Title I and local funds continue to support staff development activities for staff members and provide instructional materials for teachers and students.

The staff and school community share the mission to provide all children opportunities to excel in academics and develop positive social behaviors. The PTO works collaboratively with the staff to provide parenting workshops and family activities. The School Improvement Council worked to increase the number of volunteers involved in school activities. Through these efforts, each classroom was provided with at least one volunteer to tutor students in academic areas. Community and service related activities included Jump Rope for Heart, CAP food drives, DARE, HTC recycling, and a recycling project to benefit Camp Can Do. Students enjoyed enrichment of the arts through activities such as Fine Arts Day, May Day Play Day, and field day.

Kingston Elementary parents and staff feel this is a safe school where their children are challenged academically and appreciated personally. We will continue to strive for excellence and work to ensure all students reach their academic potential. Achievements of Kingston Elementary are due to the dedication of its students, school staff, parents, and community. The support given to the school is outstanding and genuinely appreciated.

Mary J. Anderson, Principal

Terri Butler, School Improvement Council Chairperson 2003-04

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	26	67	53
Percent satisfied with learning environment	100.0%	92.3%	86.5%
Percent satisfied with social and physical environment	100.0%	91.0%	88.7%
Percent satisfied with home-school relations	92.3%	92.5%	80.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.